

# Empowering the next generation through school-age technical education

**Introduction to Baker Dearing International**

*Innovative education to meet the needs of the future*





# Empowering the next generation through school-age technical education

- **Governments and providers must rethink their approach to education** to meet the needs of young people and industry in today's rapidly evolving world.
- **Aspirational school-age employer-led technical education is critical** to meeting the skills needs of the future workforce.
- **University Technical Colleges ("UTCs")** are a proven solution. They bring together employers with pressing skills needs, and students seeking a **blended academic and technical education** to prepare them for the future
- By preparing young people for high-skill, high-demand sectors the **UTC model of education achieves strong leaver destinations**.
- This model of employer-led technical education **can be adapted** to meet the needs and context of varied education settings and cultures.



# Solving education and skills challenges with the UTC model

## UTCs have proven to:

- **Support young people into employment:** Equip students with industry-specific skills, particularly in digital and AI, as well as vital employability skills.
- **Contribute to workforce localisation:** Help to create economic resilience by reducing reliance on foreign labour in critical technical sectors.
- **Assist with economic diversification:** UTCs support new sectors like renewables, advanced manufacturing, and digital technologies.
- **Boost numeracy and literacy levels:** Link learning to workplace success, enhancing numeracy and literacy.
- **Engage the disengaged:** UTCs particularly benefit boys at risk of disengaging in high school, keeping them engaged and improving attendance and behaviour through relevant, hands-on learning.





# UTCs: a proven model of careers-focused technical high schools



**Purpose-built facilities and industry-standard equipment**

**Curriculum co-designed by employers, a university and education provider**



**Core academic and 40-60% technical curriculum**

**Project-based learning to develop employability skills**



**Focus on superior leaver destinations, as well as exams**

***“UTCs make an important contribution to education and demonstrate the value of strong partnerships with employers. UTCs help equip young people with a blend of academic and technical skills to support them in their career journeys.”***

**Baroness Jacqui Smith, Minister for Skills**



# UTC Sleeve: a distinctive pathway for high schools

*A specialist academic and technical pathway, such as engineering or digital, within mainstream secondary schools, incorporating the best of the employer-led UTC approach*

- A **well-designed curriculum** is offered, through which students are enthused, engaged, and make especially **good progress in their chosen technical field**.
- Learning is stretched and deepened through the contribution of **employer and university partners**.
- Pupils leave 'work ready', professional, and with **well-developed employability skills**.
- Pupils secure progression to **ambitious destinations**.
- The UTC Sleeve is integrated deeply into the culture and operations of the school, **shaping the way the school 'feels'** to all students and staff.



Health facilities at Aylesbury UTC



Engineering students at Aston UTC



Engineering workshop at Berkeley Green UTC



Health students at Mulberry UTC



# How UTCs work with employers and universities

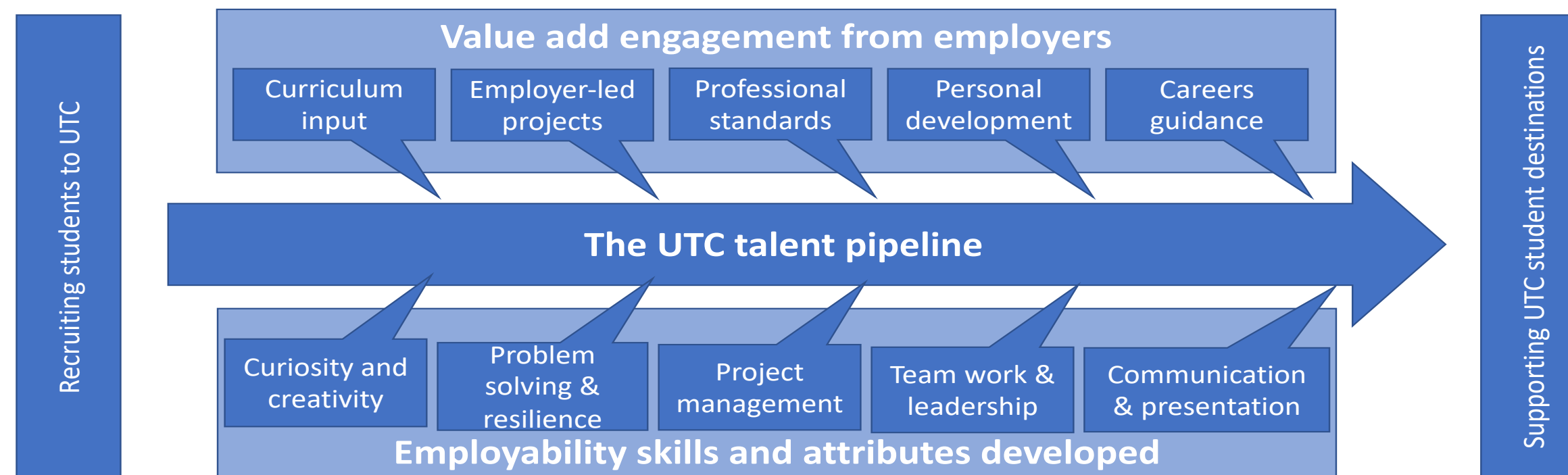
Each UTC is sponsored by employers and a university, providing a clear pathway for students into both the world of work and higher education. The close relationship between employers, the university and the UTC's student body not only enriches the students' school experience, but also affords employers a unique and valuable way to identify and develop their talent pipeline.

**1. Governing Body Representation:** The majority of the governing body must be nominated by employers and university. In turn, the governing body's vision shapes the UTC's curriculum and purpose.

**2. Curriculum & Projects:** Each sponsor makes a material contribution to curriculum planning and delivery. By integrating project-based learning alongside academic study, UTCs provide a curriculum that not only meets educational benchmarks, but also equips students with practical skills and professional attributes.

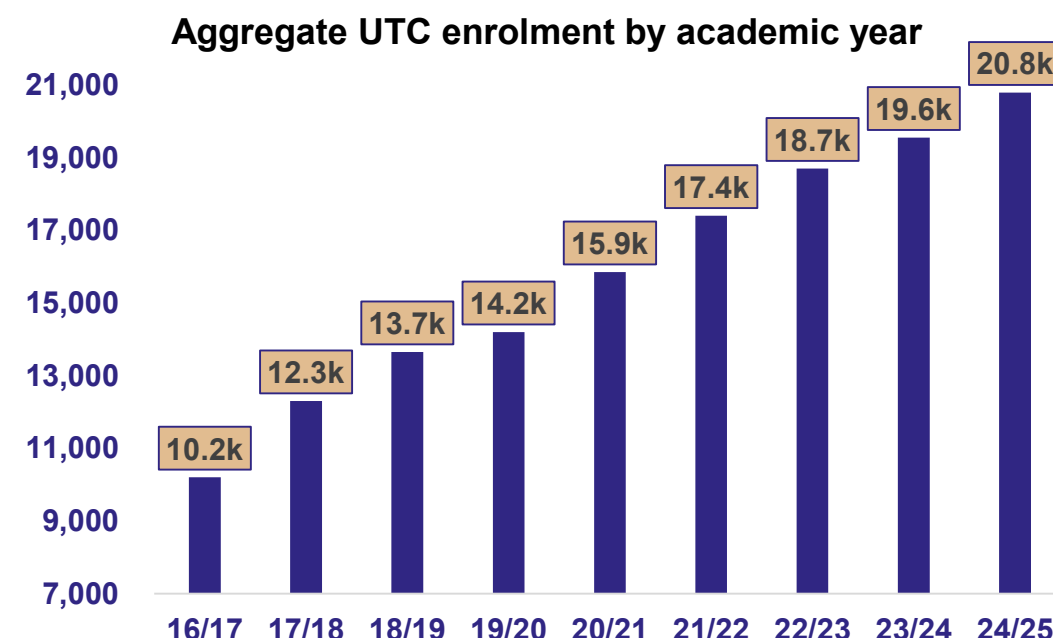
**3. Sponsor Activities:** Visits, mentorship programs, relevant work experience, etc. enable students to engage directly with professionals and authentic challenges. These activities develop essential employability and critical life skills such as teamwork, problem-solving and communication, while also exposing students to industry standards, workplace culture, and emerging technologies.

**4. Enhanced Pathways:** Delivering sponsor-designed programmes within a UTC setting develops critical thinking and independent work habits, helping to ease the transition and better prepare young people to succeed in the future.

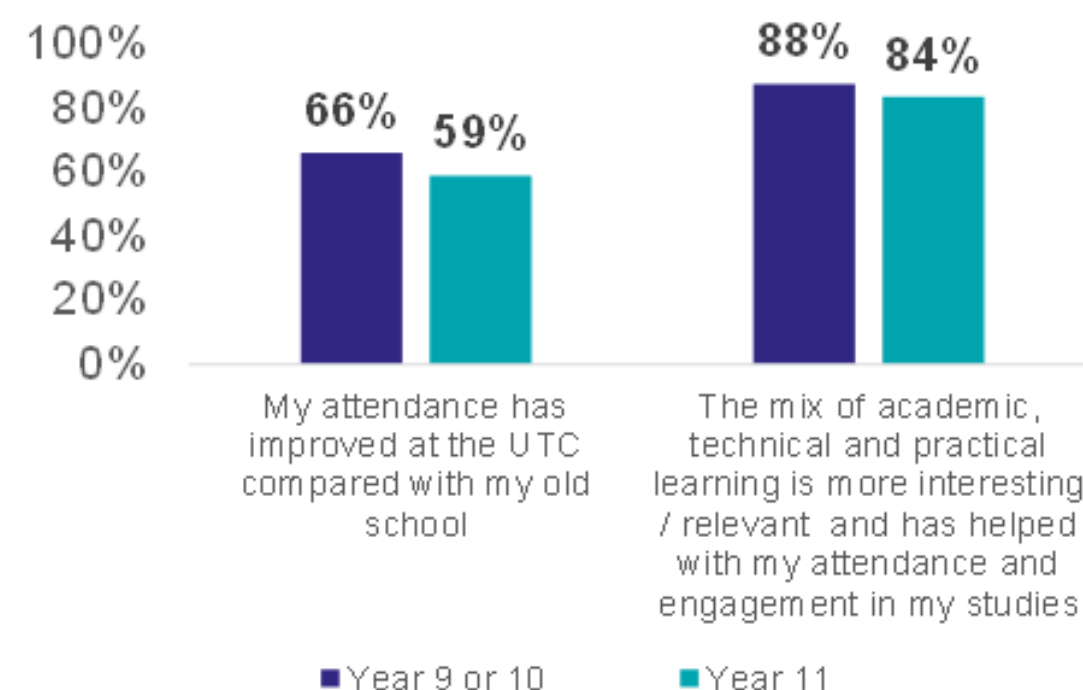


# Outcomes for UTCs and their students

## More students are enrolled

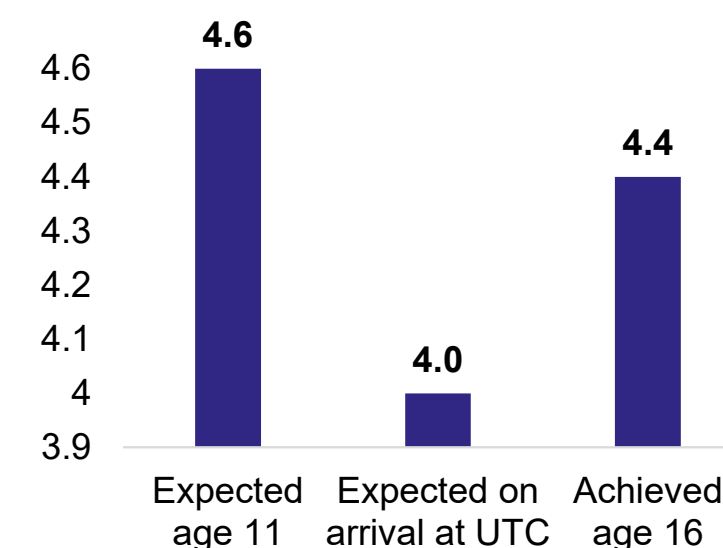


## Attendance rates improve at pre-16

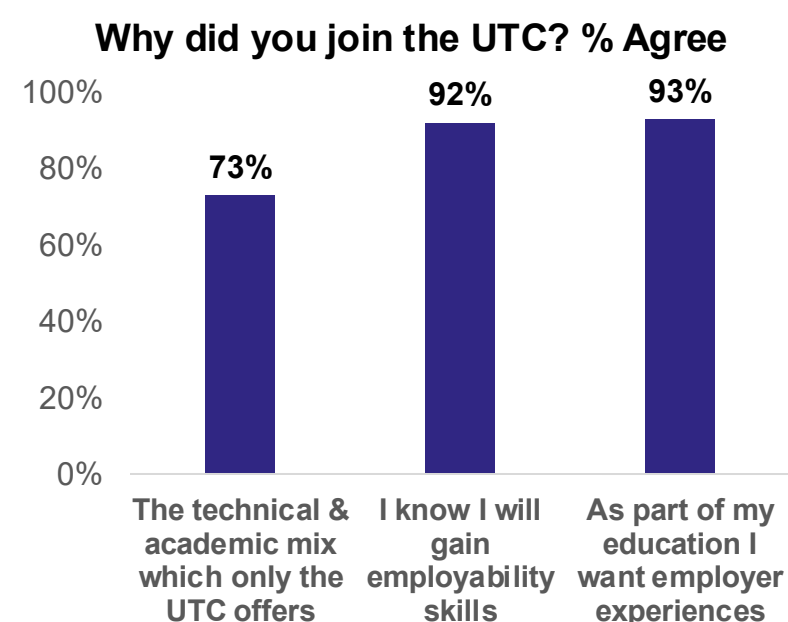


## Superior academic progress at pre-16

### Average English and Maths grade for UTC students

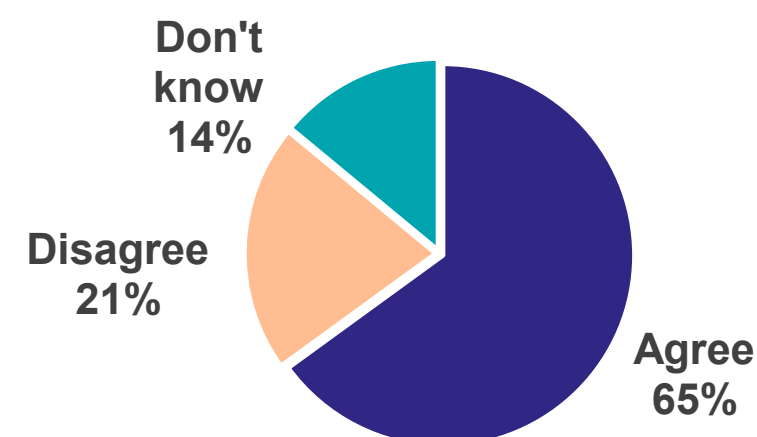


## Employability skills enhanced, more employer opportunities



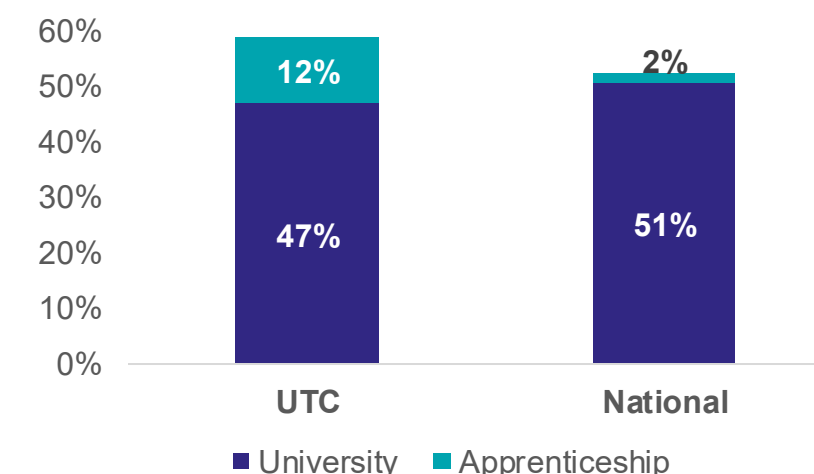
## Greater awareness of post-UTC options

Studying technical and creative subjects at KS4 has helped me to decide that I wish to study these subjects at 6th form



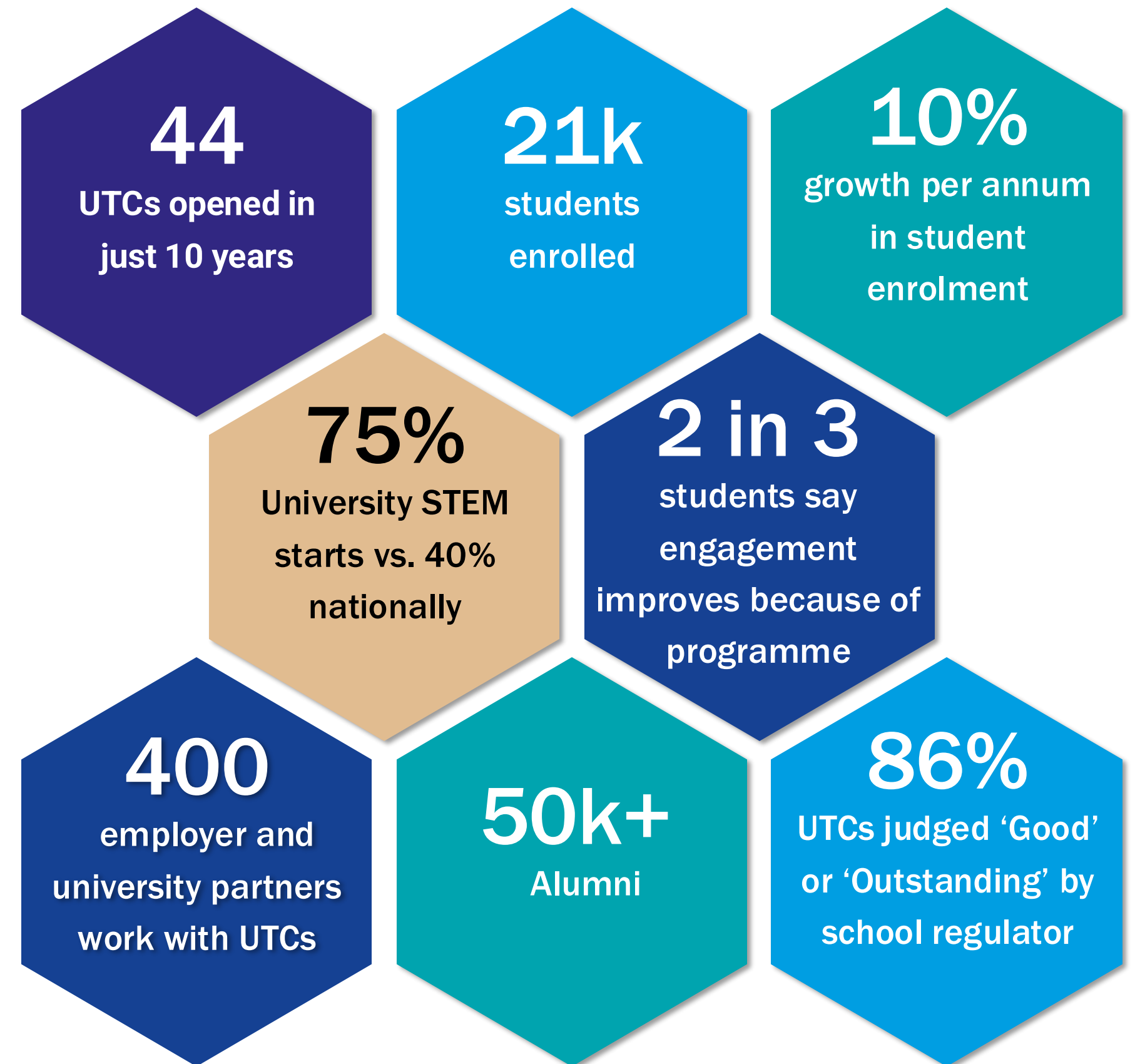
## Superior leaver destinations aged 18

### Level 4+ University & apprenticeship starts aged 18



# Baker Dearing International

- Over the past 15 years, we have been **at the forefront of transforming technical and vocational education in England**.
- We designed and implemented a movement of 44 technical high schools called **University Technical Colleges (“UTCs”)** across England.
- UTCs bring together **employers** with pressing skills needs, and **students** seeking a **blended academic and technical education**, to prepare them for the future of work.
- We take a **partnership approach**, working with governments, school groups, and employers to ensure that the model we develop and implement works for all stakeholders.
- We have demonstrated that our flexible model can be adapted to fulfil the requirements and context of varied environments.





# Tailored solutions for different requirements

	Technical pathway	Technical school	Technical system
Problem	Ensure technical pathways are relevant and enthuse learners	Provide employer-led technical schools to meet local needs	Address skills shortages across multiple industry sectors
Model	Formation of a <b>Technical Education Pathway</b> within existing schools	Development of standalone <b>Technical Schools (based on UTC Approach)</b>	Creation & implementation of an <b>Entire Technical Education System</b>
Approach	Work in partnership with schools and employers to introduce pathway	Partner with provider(s) and 'build' partner to develop new schools	Collaborate closely with government entities, provider(s), to meet needs
Output	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Teacher training</li> <li>• Employer engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum &amp; staffing</li> <li>• Employer engagement</li> <li>• Post-opening support</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum &amp; staffing</li> <li>• Employer engagement</li> <li>• Post-opening support</li> </ul>
Track Record	Development of " <b>UTC Sleeve</b> " model in England. Design of TVET system in UAE	Project management of <b>opening of 44 UTCs</b> , on-going support	Creation of <b>movement of 44 UTCs with 21k current students</b>



# Conclusion

- Governments and providers must **rethink their approach to education.**
- Aspirational **school-age employer-led technical education** is critical to meeting the skills needs of the future workforce.
- **UTCs are a proven solution.**
- UTCs have proven to: **support young people into employment**; contribute to workforce localisation; and assist with economic diversification.
- Over the past 15 years, **Baker Dearing has been at the forefront of transforming technical and vocational education** in England.
- **Our flexible approach** provides tailored solutions for different requirements.







Baker Dearing  
**International**

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